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Minutes, College of Arts & Sciences Faculty Meeting, March 25, 2004

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Subject: A&S Faculty Meeting next Thursday, March 25, 12:30-2:00, Galloway Room
From: Yudit Greenberg <ygreenberg@Rollins.edu>
Date: Thu, 18 Mar 2004 16:49:05 -0500
To: ygreenberg <ygreenberg@Rollins.edu>

A&S Faculty Meeting
Thursday, March 25
12:30-1:45
Galloway Room
(Refreshments)

Agenda

- 1) Approval of Minutes
- 2) Announcements
- 3) AAC Proposals:
 - a. Old Business- General Education Assessment (attached revised document)
 - b. New Business-Infusion of R and T into the curriculum (attached document)
- 4) Committee Reports

Subject: Message from President Bornstein
From: Lorrie Kyle <Lorrie.Kyle@Rollins.edu>
Date: Thu, 08 Apr 2004 12:36:04 -0400
To: Lorrie.Kyle@Rollins.edu

MESSAGE FROM PRESIDENT BORNSTEIN

As provided in the Bylaws of All the Faculty of Rollins College, the Executive Council of the Faculty and I are calling a **special meeting of the Rollins College faculty on Wednesday, April 28, at 12:30 p.m. in the Galloway Room.** At the request of Lewis Duncan, I will be proposing the appointment of Patricia Lancaster as provost and vice president for academic affairs for a one-year term, with a possible one-year renewal.

Yudit Greenberg, president of the Faculty of the College of Arts and Sciences, has graciously allowed us to convene at the beginning of the regularly scheduled A&S faculty meeting and lunch. Members of the Crummer faculty are invited to join their A&S colleagues for lunch.

--
Lorrie Kyle, Ph.D.
Executive Assistant to the President
Rollins College
Winter Park, Florida
VOICE: 407.646.1540 FAX: 407.646.1501 email: lkyle@rollins.edu

**Minutes of the Meeting
Arts and Sciences Faculty
March 25, 2004**

Members Present: M. Anderson, B. Balak, P. Bernal, E. Blossey, R. Bommelje, D. Boniface, W. Brandon, A. Carpan, J. Carrington, B. Carson, R. Carson, R. Casey, J. Chambliss, D. Charles, G. Child, G. Cook, D. Crozier, D. Davison, J. Davison, N. Decker, J. Eck, D. Eng-Wilmot, B. Galperin, G. Gardner, S. Geisz, L. Glennon, J. Gorman, E. Gregory, D. Griffin, M. Gunter, D. Hargrove, J. Houston, G. Howell, M. Hunt, R. James, J. Jones, Y. Jones, S. Klemann, S. Lackman, T. Lairson, C. Lauer, L. Laws, R. Levis, S. Libby, R. Lima, E. McClellan, M. Mésavage, G. Meyers, T. Moore, R. Moore, T. Ouellette, P. Pequeno-Rossie, J. Queen, R. Ray, D. Richard, D. Rogers, A. Rosenthal, M. Sardy, J. Schmalstig, M. Shafe, R. Simmons, A. Skelley, J. Small, R. Smither, P. Stephenson, M. Stewart, M. Throumoulos, L. Tillman-Healy, D. Wellman, G. Williams, Y. Yao, J. Yellen, W. Zhang.

- I. Call to Order:** Yehudit Greenberg called the meeting to order at 12:35.
- II. Approval of the Minutes:** The minutes from the February 26, 2004, meeting were approved as distributed.
- III. Announcements:**
 - a. Special Meeting on April 8, 12:30 – 1:50, for purpose of elections. The Dean will also give an update on the disbursement of the Cornell Faculty Fund.
 - b. Thanks to the faculty members of the Presidential Search Committee.
 - c. Colloquia: March 26, 3:30, CSS 230 – Honors Degree Program; April 9, 3:30, Faculty Club – Honor Code.
- IV. Old Business:** Continuing discussion of AAC Proposal to revise the General Education Standards (S. Klemann):

General Education “Standards”

“Faculty teaching general education courses will design their own course-specific methods for assessing how their courses meet the goals established within the guidelines of the general education curriculum. Each time they teach a general education course, faculty will document assessment procedures and results for at least one goal through the General Education Assessment Matrix. Over time, it is assumed that individual faculty will assess all goals for each course.

- 1. To develop individual assessment measures, faculty are encouraged to look to current practice and determine methods already in place, however informally. These might include (but are not limited to) pre-tests and post-tests, evaluation of student portfolios, student self evaluations, and documented classroom conversations at the beginning and end of term.

2. Assessment of general education requirements attached to courses is considered a responsibility akin to assessing student performance in those courses and submitting grades 'on time' to the Office of Student Records at the conclusion of each semester. As such, the submission of assessments for courses carrying general education requirements must be completed each semester within two weeks of the deadline for submitting final grades.

3. While our individual course assessments should guide future practices in better achieving stated goals, the assessments that are submitted through the General Education Assessment Matrix will be used in the institutional assessment of each requirement that is performed by the working groups for the respective General Education Requirements.

4. Assessments submitted through this mechanism will not be employed in faculty evaluation unless the faculty member chooses to include it as part of the documentation submitted to his/her departmental evaluation committee."

Individual members of the committee presented various ways that faculty in various divisions are assessing their students' progress. There was a brief period of discussion and questions. Afterward the question was called and passed. The motion on General Education "Standards" proposal was passed by voice vote.

V. AAC – Infusion of Writing Reinforcement and Oral Communication Requirements into the Majors (S. Klemann): Klemann gave a brief history of the evolution of this proposal.

Plan for Infusing Writing and Communication into Majors

1. Offer *voluntary* workshops on teaching written and oral communication to all members of the faculty on a regular basis. Funding has been set aside in the faculty development line for workshops to be offered on a rotating and on-going basis at times convenient to those teaching and participating in them. Faculty teaching workshops and those participating will receive stipends.

2. With assistance from Writing and Communications faculty, the Director of General Education Assessment, and the Dean's Office, departments and programs offering a major will submit a plan for incorporating the teaching of writing and oral communication within the major to the AAC (or a designated subcommittee) by November 1, 2004. These plans may include identifying specific courses within the major which are in essence the *R* or *T* courses, spreading the objectives for written and oral communication over a number of required or elective courses, or some combination of these two strategies. The goals currently articulated for Writing Reinforcement and Communication across the Curriculum will be retained as the objectives to be achieved in the department/program plans of implementation.

3. Once a course or set of courses has been identified to meet the objectives of infusing written and oral communication into majors, assessment mechanisms will be identified by the department/program and employed as part of the assessment of the major.
4. Departmental infusion plans will be reviewed by AAC and submitted to the Executive Committee for ratification by February 2005, in time for the creation of schedules for academic year 2005-06. At this time, the designations *R* and *T* would disappear.
5. While one could create an elaborate plan to track who has and has not completed the *R* and *T* until the entire student body has come under the new regulations, our recommendation is to implement the new plan "cold turkey" in the belief that students will be covered in the interim under either the old or new model.

A question arose about writing in either the French or Spanish major: the students' writing ability in English would not be reinforced. The response is that the writing is in the major, no matter what the discipline. However, there is a request for courses in other disciplines that do the infusion, so that faculty can direct students to getting experience in other disciplines. There should be a way of working this out. There were some cunning and shrewd readings of the rule and several legalistic questions were discussed.

The question was called and passed by voice vote. The Plan for Infusing Writing and Communication into Majors passed by vigorous voice vote. The AAC was thanked for their hard work.

VI. Motion to adjourn passed. Meeting adjourned at 1:30.

Respectfully submitted,

Susan Cohn Lackman, Secretary

General Education "Standards"

Though such measures as exams, quizzes, and written assignments may be adequate for judging a student's progress in a course, they are not sufficient to assess whether a course is achieving specific general education goals. Therefore, the AAC proposes replacing such current "Standards" statements as the following:

"STANDARD: A minimum of 80% of the students will receive a grade of C- or better on this essay."

The AAC proposes the substitution of the following statement:

"Faculty teaching general education courses will design their own course-specific methods for assessing how their courses meet the goals established within the guidelines of the general education curriculum. Each time they teach a general education course, faculty will document assessment procedures and results for at least one goal through the General Education Assessment Matrix. Over time, it is assumed that individual faculty will assess all goals for each course.

1. To develop individual assessment measures, faculty are encouraged to look to current practice and determine methods already in place, however informally. These might include (but are not limited to) pre-tests and post-tests, evaluation of student portfolios, student self-evaluations, and documented classroom conversations at the beginning and end of term.
2. Assessment of general education requirements attached to courses is considered a responsibility akin to assessing student performance in those courses and submitting grades 'on time' to the Office of Student Records at the conclusion of each semester. As such, the submission of assessments for courses carrying general education requirements must be completed each semester within two weeks of the deadline for submitting final grades.
3. While our individual course assessments should guide future practices in better achieving stated goals, the assessments that are submitted through the General Education Assessment Matrix will be used in the institutional assessment of each requirement that is performed by the working groups for the respective General Education Requirements.
4. Assessments submitted through this mechanism will not be employed in faculty evaluation unless the faculty member chooses to include it as part of the documentation submitted to his/her departmental evaluation committee."

Descriptions of the current **Writing Reinforcement** and **Communication Across the Curriculum** Requirements are as follows:

In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. These courses require students to produce a series of written assignments intended both to extend facility in composition and to deepen understanding of course content.

Oral communication is the process of sending and receiving verbal and nonverbal messages to create shared meaning. Students graduating from Rollins College will be able to use oral communication skills to shape public dialogue by offering perspectives, sharing facts, raising questions, and engaging others in discussion. To achieve this goal, students will be able to organize ideas and concepts persuasively, tailor messages to a particular audience, adapt to listener feedback, and – employing appropriate technology – make effective oral presentations.

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